



Spring 2012 Grades 3-10



Parent Brochure

Idaho Standards Achievement Tests (ISAT)

The ISAT is an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness as found on the Idaho State Board of Education Website at www.boardofed.idaho.gov. The ISAT is administered to students in grades 3–10 to provide ongoing monitoring of individual, school, district, and state progress. At grade 10, a proficient score on the ISAT in reading, language usage, and mathematics is a high school graduation requirement, signifying that a student has met Idaho standards in these content areas. For Spring 2012, students in grade 9 were allowed to take the 10th grade NCLB core test in reading, language usage, and mathematics as a practice opportunity. Because grade 9 student proficiency levels are calculated using grade 10 cut scores, these results should be seen as a marker of student progress toward grade 10 proficiency rather than a measure of grade 9 proficiency.

Academic proficiency is more than test scores. Competency in reading, language usage, mathematics, and science is the goal for every child. In accordance with *No Child Left Behind*, the ISAT measures proficiency in four key areas—reading, language usage, mathematics, and science.

Components of the ISAT

The ISAT is composed of reading, language usage, and mathematics tests for grades 3–10 and science tests for grades 5, 7, and 10. Multiple-choice questions are used to assess what a student knows and is expected to do on the Idaho content standards. These questions are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

Language Arts (Reading and Language Usage) Assessments

The language arts assessments of the ISAT are composed of questions that address standards, goals, and objectives for grades 3–8 and 10 in two separate assessments, reading and language usage. The reading goals and objectives for each grade are distributed between two reporting categories: Reading Process and Comprehension/Interpretation. The language usage goals and objectives for each grade are distributed between two reporting categories: Writing Process and Writing Components.

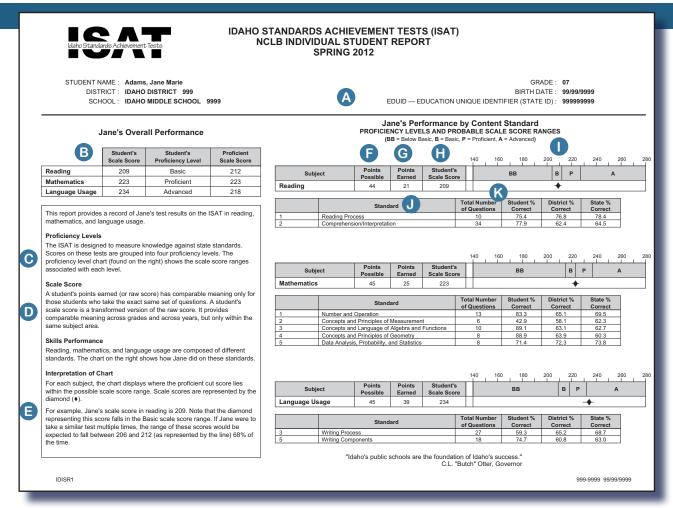
Mathematics Assessment

The mathematics assessment of the ISAT is composed of questions that address standards, goals, and objectives for grades 3–8 and 10. The goals and objectives for each grade are distributed among five reporting categories: Number and Operation; Concepts and Principles of Measurement; Concepts and Language of Algebra and Functions; Concepts and Principles of Geometry; and Data Analysis, Probability, and Statistics.

Science Assessment

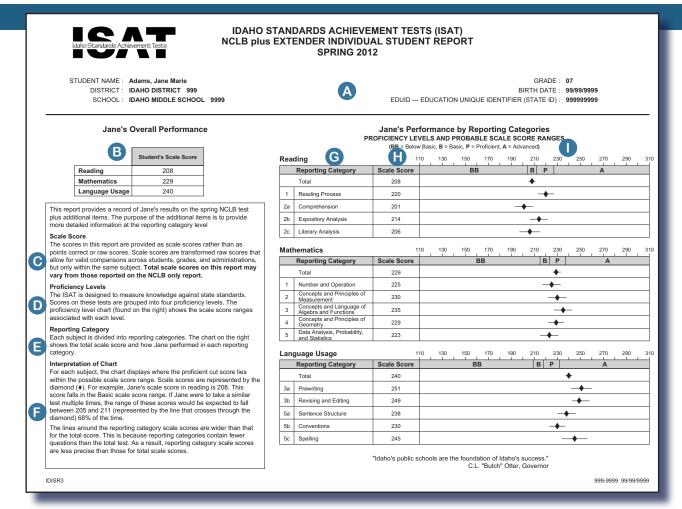
The science assessment of the ISAT is composed of questions that address standards, goals, and objectives for grades 5, 7, and 10. The goals and objectives for each grade are distributed among five reporting categories: Nature of Science, Physical Science, Biology, Earth and Space Systems, and Personal and Social Perspectives; Technology.

More detailed information regarding the Idaho content standards can be found at www.sde.idaho.gov.



Understanding the NCLB Individual Student Report

- A Displays the student's name, district, school, grade, date of birth, and state ID.
- Indicates the student's scale score and proficiency level in reading, mathematics, and language usage. In order to be considered proficient, the student must score at or above the Proficient Scale Score which is displayed next to the Student's Scale Score and the Student's Proficiency Level. **Note that science results are reported in a separate report using identical formatting.**
- Describes the proficiency levels reported in section B. Scores on the ISAT are grouped into four proficiency levels—advanced, proficient, basic, and below basic. The skills necessary for a student to be proficient are described on the back of the NCLB Individual Student Report, along with the range of scale scores associated with each level.
- Describes the scale scores reported in section B. The scale score earned by the student determines the student's proficiency level on the ISAT. The points earned are converted into a scale score, which takes into consideration the fact that some questions on the test are more difficult than others.
- **E** Explains how to read and interpret the graphic in section I.
- **F** Lists the total points possible for the subject test.
- **G** Lists the points earned by the student in each subject test. Points earned are not valid for comparisons across grades, subjects, and/or standards due to variation among tests. The same raw score on two tests usually results in two different scale scores depending on the number and difficulty of the questions.
- H Lists the scale score equivalent for points earned.
- Shows the student's scale score represented by the ♦ and the probable score range represented by the line through the ♦.
- J Lists the Performance Standard categories for each subject test.
- K Lists the total number of questions in each standard along with the student, district, and state percentage correct.



Understanding the NCLB plus Extender Individual Student Report

- A Displays the student's name, district, school, grade, date of birth, and state ID.
- Indicates the student's scale score in reading, mathematics, and language usage based on the on-grade level NCLB questions and the Extender questions targeted to the student's ability level.
- Obescribes the scale scores reported in section B. The points earned are converted into a scale score, which takes into consideration the fact that some questions on the test are more difficult than others.
- Describes the proficiency levels shown graphically in section I.
- E Explains the breakdown of the subjects into finer levels.
- Explains how to read and interpret the graphic in section I.
- **G** Lists the reporting categories for each subject test.
- H Lists the scale score for the total subject test and each reporting category. Each reporting category may have different numbers of questions of various difficulties. For that reason, the total scale score is not the average of the reporting category scale scores.
- Shows the student's scale score represented by the ♦ and the probable score range represented by the line through the ♦.



IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT) INDIVIDUAL STUDENT GROWTH REPORT SPRING 2012

STUDENT NAME: Adams, Jane Marie
DISTRICT: IDAHO DISTRICT 999
SCHOOL: IDAHO MIDDLE SCHOOL 9999



BIRTH DATE: 99/99/9999
EDUID — EDUCATION UNIQUE IDENTIFIER (STATE ID): 999999999

GRADE · 07

Jane's Growth

В		o Spring wth	Fall to Spring Growth			
	Actual	Average	Actual	Average		
Reading	2	4.2	N/A	N/A		
Mathematics	11	5.1	N/A	N/A		
Language Usage	12	4.7	N/A	N/A		

This report provides a historical record of Jane's test results on the ISAT, beginning with Fall 2010, up to a maximum of the four most recent administrations.

The spring scores are based on the NCLB test plus additional items. For more detail on the current spring NCLB plus additional items, see "NCLB plus Extender Individual Student Report".

Growth Scores

The information in the box above indicates Jane's growth in scale score units from 1) the previous spring to the most current spring and 2) from the previous fall to the most current spring. For comparison, the average amount of growth between administrations is provided. The average is based on all the students who took the particular test. Average growth does not predict progress toward any particular us score or growth larget.

Performance by Test Administration

The boxes to the right indicate the test administration, grade, and total scale score for each subject. Further to the right, there are charts that display the total score on the ISAT proficiency scale. Scale scores are represented by the diamond (*). For example, Jane's scale score in reading for the Spring 2011 administration is 206. The score falls in the Basic scale score range. If Jane were to take a similar test multiple times, the range of these scores would be expected to fall between 203 and 209 (represented by the line that crosses through the diamond) 68% of the time.

The shaded boxes include vertical lines that define the four proficiency levels: Below Basic, Basic, Proficient, or Advanced, for the specified grades. Within each subject, the lower shaded box has higher scores (lines more to the right) for the same proficiency level. The difference between the two lines for the same proficiency level represents the growth required to maintain the same level of proficiency in the next grade.

IDISR3 N/A - Not Applicable

Jane's Performance by Test Administration

Mathematics		1	10 130	150	170	190	2	10	23	0	250	270	290	. 3
Test Administration	Grade	Scale Score		ВВ				В	Р			Α		
Fall 2010	6	N/A												
Spring 2011	6	218						-	-					
			BB					3 P			Α			
Fall 2011	7	N/A												
Spring 2012	7	229							*	-				

ВВ		В	Р			Α		
+								
BB		В	Р			Α		
				-				
	BB	ВВ	BB B	BB B P	BB B P -	BB B P	BB B P A	BB B P A

"Idaho's public schools are the foundation of Idaho's success." C.L. "Butch" Otter, Governor

999-9999 99/99/9999

Understanding the Individual Student Growth Report

- A Displays the student's name, district, school, grade, date of birth, and state ID.
- B Shows the student's growth (change) in scale score in each subject for two time periods—from spring 2011 to spring 2012 and from fall 2011 to spring 2012. Average growth for the same two time periods is also provided. Note: The ISAT was not administered in fall 2011; therefore, the growth for fall 2011 to spring 2012 is not applicable (N/A).
- O Describes the growth scores reported in section B.
- **D** Explains how to read and interpret the graphic in section H.
- Shows the test administration and year.
- Shows the student's grade level at the time of each test administration.
- G Shows the student's scale score for each test administration.
- H Shows the student's scale score represented by the ♦ and the probable score range represented by the line through the ♦.